



# ***Sailor Excellence Ashore (SEA)***





# ***Sailor Excellence Ashore***

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- ***Identify high risk Sailors***
- ***Concentrate return to homeport training on these Sailors***
- ***Provide focused mentorship, continued training, and other positive experiences for TRCSG Sailors during the entire sustainment period of FR***

***Intrusive leadership operationalized . . .***

## **Leading Change**

- **Create a sense of urgency**
- **Form a powerful guiding coalition**
- **Create a vision**
- **Communicate the vision**
- **Empower others to act**
- **Create short term wins**
- **Consolidate improvements**
- **Institutionalize new approaches**



# ***Sailor Excellence - Why We Did It***

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- ***Our DUI initiative showed the first 48 to 96 hours after RTHP were the most critical / vulnerable***
- ***Sobering statistics point to pressing need to reverse trend . . . in first 3 months of FY06, Sailors in Hampton Roads experienced:***
  - ***47 DUIs*** ***14 domestic violence incidents***
  - ***4 attempted suicides*** ***6 sexual assaults***
  - ***7 regular assaults*** ***2 child sexual abuse cases***
- ***No coherent, useful, easily adaptable program to show us how to identify and then mitigate risk***
  - ***Needed better distribution of effort than “one size fits all” traditional RTHP training***
  - ***Had to provide more than exhortations to “do better”***
- ***Needed to broaden the vision to take us beyond 96 hours and through sustainment***

***A sense of urgency. . .***



# ***Sailor Excellence - Creating the Vision***

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- ***TRCSG Strategy Cell initiated the “creative process”***
- ***Powerful, guiding coalition formed with organic resources***
  - (Commanders, CMCs, Planners, Chaplain, Psychologist, Safety Officer, Training Officer, Security Officer, NCIS, JAG, Financial Specialists, Database Programmers)
- ***Brainstormed what categories of risk needed to be assessed, what we were capable of assessing, and how to get the job done in only 5 weeks***

***How do we systematically assess Sailor risk?***



# Sailor Excellence - The Art and Science

**The challenge: Identify, among 7,000 Sailors returning from a successful deployment, which ones exhibit high risk in key categories, and focus our efforts there**

## **Sense of Urgency**

### The Art

Account for privacy factors, experience, & software expertise to quickly assemble an assessment survey

### The Science

Fold known survey techniques and research into risk factors into an assessment survey

## **Design**

### **Standardized Risk Assessment Survey**

## **Input**

- Driving Safety
- Recreational Safety
- Substance Abuse
- Financial Awareness
- Violence / Minor Crimes
- Relationships
- Parenting
- Spousal Issues
- Single Issues
- Motorcycle Safety

## **Output**

### The Art

An independent mentor provides trusted counsel to Sailors whose risk factor combinations exceed a certain threshold

### The Science

Sailors attend training tailored to their assessed risk level (low/med/high) within each risk category

**This is an experimental effort!**





# ***Sailor Excellence - Acting on the Vision***

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- ***The “creative process” required enormous balance and compromise between:***

- ***Time compression***
- ***Privacy***
- ***Software development agility***
- ***Ability to execute***
- ***Available information on risk factors***
- ***Our own judgment***

***7 week process  
from design to  
training complete***

***We had to do this  
ourselves using  
our own expertise***

- ***Teams worked in parallel to develop assessment, develop training, and identify mentors***
- ***Created TRCSG Mentorship Guide***
- ***Provided guidance to workcenter supervisors who would play a huge role in Sailor assessment***



# ***Sailor Excellence - Communicating the Vision***

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- ***Huge amount of missionary work to sell the idea inside the strike group***
  - ***We were still conducting combat operations!***
  - ***Magnitude of effort required seemed overwhelming***
  - ***Compressed timeline made success seem unattainable***
- ***Huge amount of missionary work to explain the idea outside the strike group***
  - ***Many offers of help, but few agile enough for our timeline***
  - ***Misunderstandings that this program was about discipline instead of about training***

***Overcoming the cultural challenges to change***



# Challenges to Change - Common Themes

**“This change makes my life harder, with no**

**guarantees.”** “I don’t really see why this will make a difference; the old way works just fine.”

**“Better to just keep my head down.”** “No one ever got shot for doing things the good old fashioned way, as long as they produced the bottom line.”

**“Who wants to be associated with a failure?”** “These things usually fail. I can’t avoid being on this project, but I can avoid being too associated with it if I keep it low on my priority list and comply, not lead.”

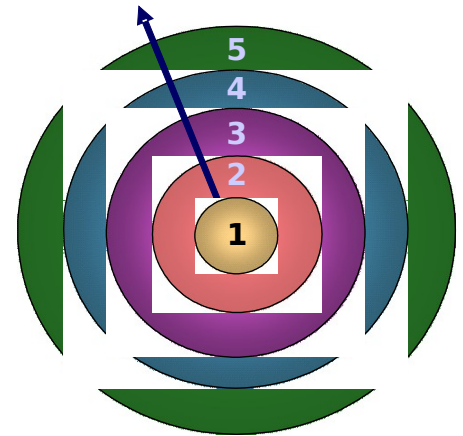
**“My boss thinks this is dumb and a distraction.”** “My boss has made it clear that this new way of working is an extra-curricular activity - I can’t let it detract from my real job. He/she is not invested in the success of the program.”

**“I don’t trust the other people on this team.”** “Some are just out for themselves, trying to impress senior executives.” “Not everyone wants us to succeed.” “Not everyone is pulling their weight.” “I can count on people hearing my “confidential” opinions, including my boss.”

**“My friends think this is dumb.”** “The people I have to work with when I get done with this program think this is a waste of time.”

**“This is just the flavor of the month.”** “These programs come and go.” “You just have to wait them out”

**“I shouldn’t be on this team.”** “My time would be better spent somewhere else” “This group is too senior/junior for me to participate in effectively.” “I don’t have much to contribute.”



## “Concentric Circles of Understanding”

1. **Skepticism . . . Denial . . . Discomfort . . . “this too will pass”**
2. **Superficial understanding . . . well-intended misapplication**
3. **Deeper understanding that enables practitioner to teach others**
4. **Accepted into backbone of practice; sympathy for those who do not yet accept**
5. **Deeply embedded in culture . . . drives decisions**





# SEA - Sailor Assessment / Survey



Last Name	First Name	Last 4 of SSN:	Command:
			CSG2 (Staff)

PERSONAL INFORMATION				
Rate/Rank	Gender	Age	Department	Division
JDial	Email			
DIVOs Name (Last, First):	DIVO Rank:	DIVO Jdial:	DIVO email:	
LPOs Name (Last, First):	LPO Rank:	LPO Jdial:	LPO email:	
Supervisor facilitating survey (Last, First):	Facilitator Rank:	Facilitator Jdial:	Facilitator email:	


PERSONAL HISTORY	
Marital Status	If Yes, how long?
Married	<input type="radio"/> 0-2 Years <input type="radio"/> 3-6 Years <input type="radio"/> >6 Years
Number Children < 18yrs:	What are the ages of your Children? (Click all that apply)
	<input type="checkbox"/> Under 2 <input type="checkbox"/> 3 - 6 <input type="checkbox"/> 7 - 13 <input type="checkbox"/> > 13
<input type="checkbox"/> If Married, is your spouse employed? (Check for Yes)	
<input type="checkbox"/> Are you a Geographical Bachelor? (Check for Yes)	
<input type="checkbox"/> Previously Married? (Check for Yes)	
Education:	
<input type="radio"/> Did not graduate High School <input type="radio"/> HS diploma / GED <input type="radio"/> College classes <input type="radio"/> College Degree	
What type of community did you grow up in?	
<input type="radio"/> City <input type="radio"/> Suburbs <input checked="" type="radio"/> Rural / Country	






1. ALCOHOL AWARENESS
1. To what extent do you drink alcohol?
<input checked="" type="radio"/> None <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> High
<input type="checkbox"/> 2. Have you had an alcohol related incident (ARI) in the past 3 years? (Check for Yes)
3. During the first week of RTHP, how many days do you plan on having more than 2 drinks per day?
<input checked="" type="radio"/> 0 - 1 days <input type="radio"/> 2 - 3 days <input type="radio"/> 4 - 5 days <input type="radio"/> 6 - 7 days
4. How often do you have five or more drinks on one occasion?
<input checked="" type="radio"/> Never <input type="radio"/> Monthly <input type="radio"/> Weekly <input type="radio"/> Daily or almost daily
5. My activities with friends or relatives _____ include drinking alcohol.
<input checked="" type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Often times <input type="radio"/> Always
<input type="checkbox"/> 6. During the last year, have you tried to cut back on your drinking? (Check for Yes)
7. Has a relative, friend, supervisor, doctor or any other health care provider been concerned about your drinking or suggested you cut down?
<input checked="" type="radio"/> No <input type="radio"/> Yes, but not in the last year <input type="radio"/> Yes, during the last year
 
<input type="button" value="Cancel"/> <input type="button" value="Save"/> <input type="button" value="Next &gt;&gt;"/>



# SEA - Risk Assessment Scores Sheet

Category	Overall Risk Raw Scores	Adjustments	Risk Adjusted Scores	Supervisor Risk Adjusted Scores	Risk Category
<b>Alcohol Awareness:</b>	<input type="text" value="6"/>	+ <input type="text" value="0"/>	= <input type="text" value="6"/>	<input type="text" value="10"/>	Medium
Minimal 4 Low 9 Medium 12 High 13					
<b>Temperament:</b>	<input type="text" value="0"/>	+ <input type="text" value="2"/>	= <input type="text" value="2"/>	<input type="text" value="2"/>	Low
None 1 Low 3 Medium 6 High 7					
<b>Parenting:</b>	<input type="text" value="0"/>	+ <input type="text" value="4"/>	= <input type="text" value="4"/>	<input type="text" value="4"/>	N/A
None 1 Low 3 Medium 6 High 7					
<b>Spousal / Committed Relationships:</b>	<input type="text" value="0"/>	+ <input type="text" value="2"/>	= <input type="text" value="2"/>	<input type="text" value="2"/>	None
None 2 Low 6 Medium 7					
<b>Single Sailors - Questions for Men:</b>	<input type="text" value="0"/>	+ <input type="text" value="3"/>	= <input type="text" value="3"/>	<input type="text" value="3"/>	Low
None 1 Low 4 Medium 7 High 8					
<b>Assault Awareness (Women):</b>	<input type="text" value="0"/>	+ <input type="text" value="2"/>	= <input type="text" value="2"/>	<input type="text" value="2"/>	N/A
<b>Motorcycle Safety:</b>	<input type="text" value="0"/>	+ <input type="text" value="0"/>	= <input type="text" value="0"/>	<input type="text" value="0"/>	No
<b>Driver Safety:</b>	<input type="text" value="2"/>	+ <input type="text" value="2"/>	= <input type="text" value="4"/>	<input type="text" value="9"/>	Medium
None 2 Low 8 Medium 15 High 16					
<b>Recreational Safety:</b>	<input type="text" value="0"/>	+ <input type="text" value="1"/>	= <input type="text" value="1"/>	<input type="text" value="1"/>	Low



Record:       of 1 (Filtered)

*Higher of the two scores establishes the risk level*



# ***Sailor Excellence - Training Provided***

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<b><u>CATEGORY</u></b>	<b><u>LOW RISK</u></b>	<b><u>MEDIUM RISK</u></b>	<b><u>HIGH RISK</u></b>
<b>Alcohol Awareness</b>	<b>Physiological Effects of Alcohol</b>	<b>Modified AWARE</b>	<b>Modified IMPACT</b>
<b>Temperament</b>	<b>Communication Video</b>	<b>Stress and Conflict Class</b>	<b>Stress and Conflict Class</b>
<b>New Parents</b>	<b>First Time New Parents Class</b>		
<b>Parenting</b>	<b>Returning to Children</b>	<b>Parenting in a Military Family</b>	<b>Family Violence Prevention Program</b>
<b>Spousal/Committed Relationships</b>	<b>Return and Intimacy</b>	<b>Personal Communications Class</b>	<b>Family Violence Prevention Program</b>
<b>Single Sailors - Men</b>	<b>Sexual Assault Awareness</b>		<b>Sexual Assault Prevention</b>
<b>Single Sailors - Women</b>	<b>Sexual Assault Awareness</b>		<b>Sexual Assault Prevention</b>
<b>Motorcycle Safety</b>	<b>If Sailor owns or intends to buy a motorcycle, will be required to attend TRCSG Motorcycle Safety Review. Motorcycle Roundups will take place once we RTHP.</b>		



# ***Sailor Excellence - Training Provided***

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<b><u>CATEGORY</u></b>	<b><u>LOW RISK</u></b>	<b><u>MEDIUM RISK</u></b>	<b><u>HIGH RISK</u></b>
<b>Driver Safety</b>	<b>Driver Safety Training Video</b>	<b>Large Scale Driver Course</b>	<b>Abbreviated AAA Driver Safety Course</b>
<b>Recreational Safety</b>	<b>Recreational Safety Video</b>		<b>Small Focus Group Safety Training</b>
<b>Financial Matters</b>	<b>Financial Responsibility in the Military</b>	<b>Art of Money Management</b>	<b>Credit Management + Low and Med Risk Training</b>
<b>Crime Prevention</b>	<b>Crime Prevention Awareness</b>		<b>Violent Crime Awareness Training</b>



# SEA - Mentorship Guide

## THEODORE ROOSEVELT CARRIER STRIKE GROUP



## MENTORING HANDBOOK

### Introduction

ns for Use  
g?

This handbook is to provide a "map" to guide you on the road to successful mentoring. This is becoming far more traveled. Mentoring is not a new concept; in fact, it is as old as ancient Greece. It is only that the road has been repaved with new ideas and techniques. This is a directional tool (i.e., map) for a successful journey. This handbook will provide the mentoring process—what it means to be a Mentor, the roles and responsibilities of the Mentor, the Protégé, and the different styles that you can adopt to meet the needs of the mentoring relationship. The Mentor-Protégé relationship is charted from the beginning to the end, with tips on how to identify a Protégé, cultivate the relationship, and avoid common pitfalls. Finally, this handbook outlines the effects that are shared by the Mentor, the Protégé, and the

#### For Use

This handbook is a job aid that contains comprehensive information on mentoring, with tips, examples to supplement this information. It is recommended that you read this handbook at least once. Whether you are a Mentor-to-be who stands at the beginning, or an experienced Mentor who is miles down the road, there is something for you here. Once you have read the material, refer to the handbook whenever you find that you refer to some sections more than others. Remember, this handbook is a guide that guides you on the road to successful mentoring. You need to decide for yourself what is the best tool.

This handbook is the most effective tool of leadership to develop and train junior personnel. It is a familiar territory when attempting to define mentoring. Mentoring is not a new concept. It is an ever-changing process. The mentoring process links the Mentor (Mentor) with a less experienced person (Protégé) to help foster the professional and personal growth of the Protégé. The mentoring process is the Mentor and Protégé work together to reach specific goals and to provide sufficient feedback to ensure that the goals are reached. Many define a Mentor as "one who assigns tasks and reviews performance, but a Mentor is more than a taskmaster. A Mentor is one who facilitates personal and professional growth in an individual by sharing the experiences that have been learned through the years. The desire to want to share knowledge is characteristic of a successful Mentor."

### Mentor Roles and Responsibilities

#### Directions

#### ing Roles

#### ections

around a compass, the roles you assume as a Mentor point you in many different directions. Which role you assume depends on the needs of your Protégé and on the type of relationship you build with your Protégé. Each of the roles are explained in the next section to help you prepare for the different directions you will take.

#### Roles

As a teacher, you may need to teach the Protégé the skills and knowledge required to perform the job successfully. This role requires you to outline the "rules and regulations" of the job and to share your experiences as a seasoned professional. To teach the fundamentals of a job, you first need to determine what knowledge and skills are necessary to perform the job and to meet the requirements of the position.

If you have identified the knowledge and skills that the position requires, you need to determine what knowledge and skills the Protégé already has and what knowledge and skills are needed. Then, concentrate your efforts on helping your Protégé develop his or her skills.

It is of your best interest to ensure that your Protégé develops professionally. There are many ways you can help your Protégé develop. You should make a point of explaining, in simple terms, what you expect from your Protégé. If you are helping your Protégé develop critical job skills, provide examples or samples, when possible, for the Protégé to follow. The most effective developmental method you can use is to answer the questions your Protégé poses. Remember, you are not required to be the "expert" on everything. A good Mentor knows when to refer the Protégé to a knowledgeable source. Knowledgeable sources can be people (e.g., handbook, diagram, chart, and computer).

Remember, it is important that you share the wisdom of past mistakes. A Protégé cannot only learn from your errors, but also can realize that no one is perfect. Make a point to relate these experiences, special anecdotes, and "lessons learned" whenever appropriate. It is this sharing of experiences that strengthens the Mentor-Protégé relationship.

This handbook is a guide, you help navigate through the inner workings of the organization and the "unwritten office rules" for your Protégé. This information is usually the "secrets of the trade" that one only acquires over a period of time. The inner workings of the organization, the "behind the scenes" dynamics, or office politics, that are not always apparent, but to know. The "unwritten rules" can include the special procedures your department uses, the guidelines that are not always documented, and policies under consideration.

### Protégé's Role

#### Protégé

A partnership between two individuals—the Mentor and the Protégé. In a mentoring relationship, the Mentor is not the only one that must perform several roles.

The "Mentor's Role" to measure how interactive a mentoring partnership will be. This role determines the capacity of the mentoring relationship. Your Protégé should determine the amount of dependence and guidance he or she needs. A Protégé should take responsibility for help or advice and to tackle more challenging work.

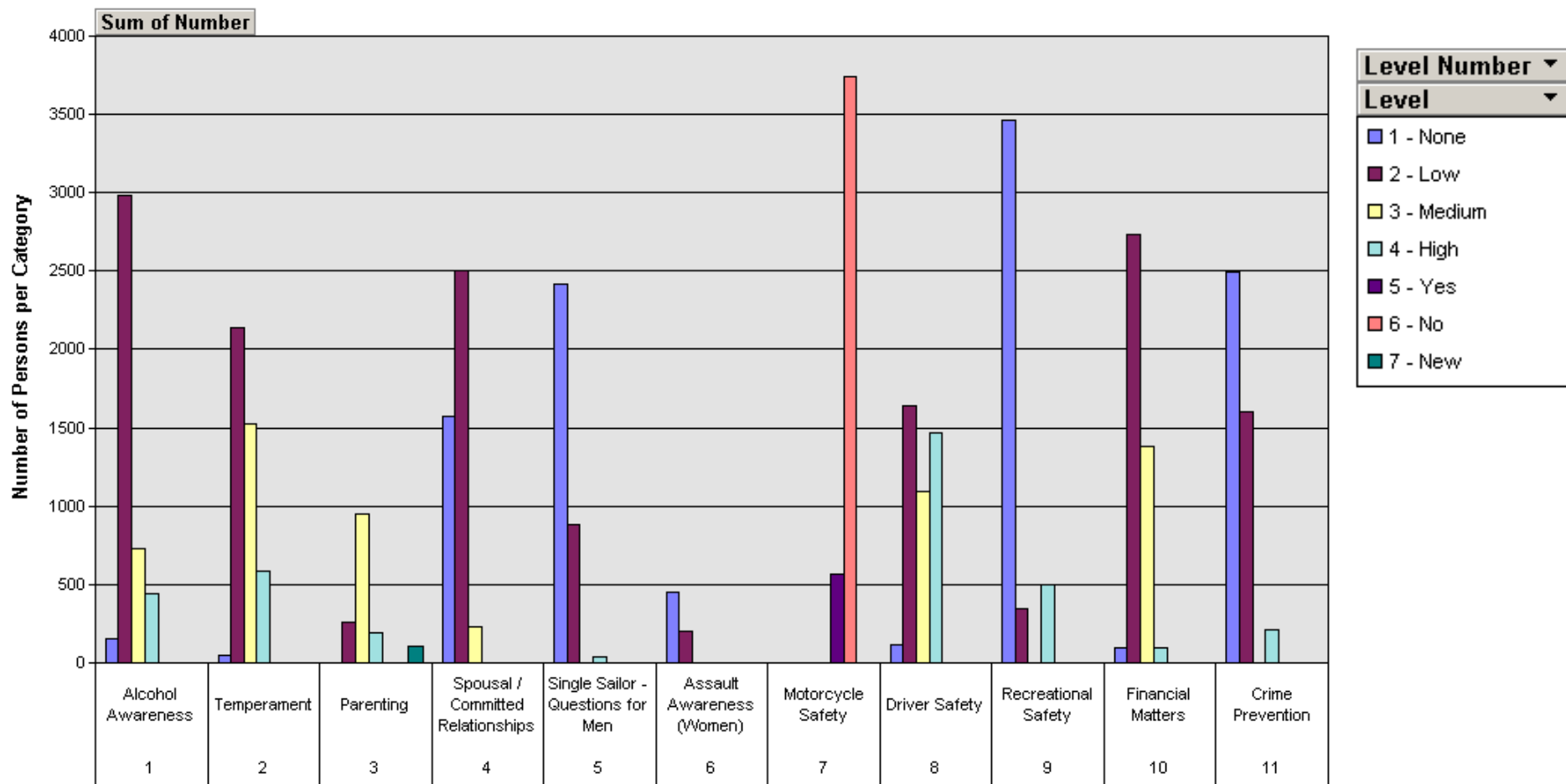
The Protégé is a student who needs to absorb the Mentor's knowledge and have the ambition to learn with this knowledge. As a student, the Protégé needs to practice and apply what has been learned.

The Protégé is a "trainee" who should blend mentoring with other training approaches. The Protégé should participate in Departmental training programs, in addition to seeking your guidance. By participating in other programs, the Protégé becomes a more well-rounded individual.





# SEA - Risk Histogram



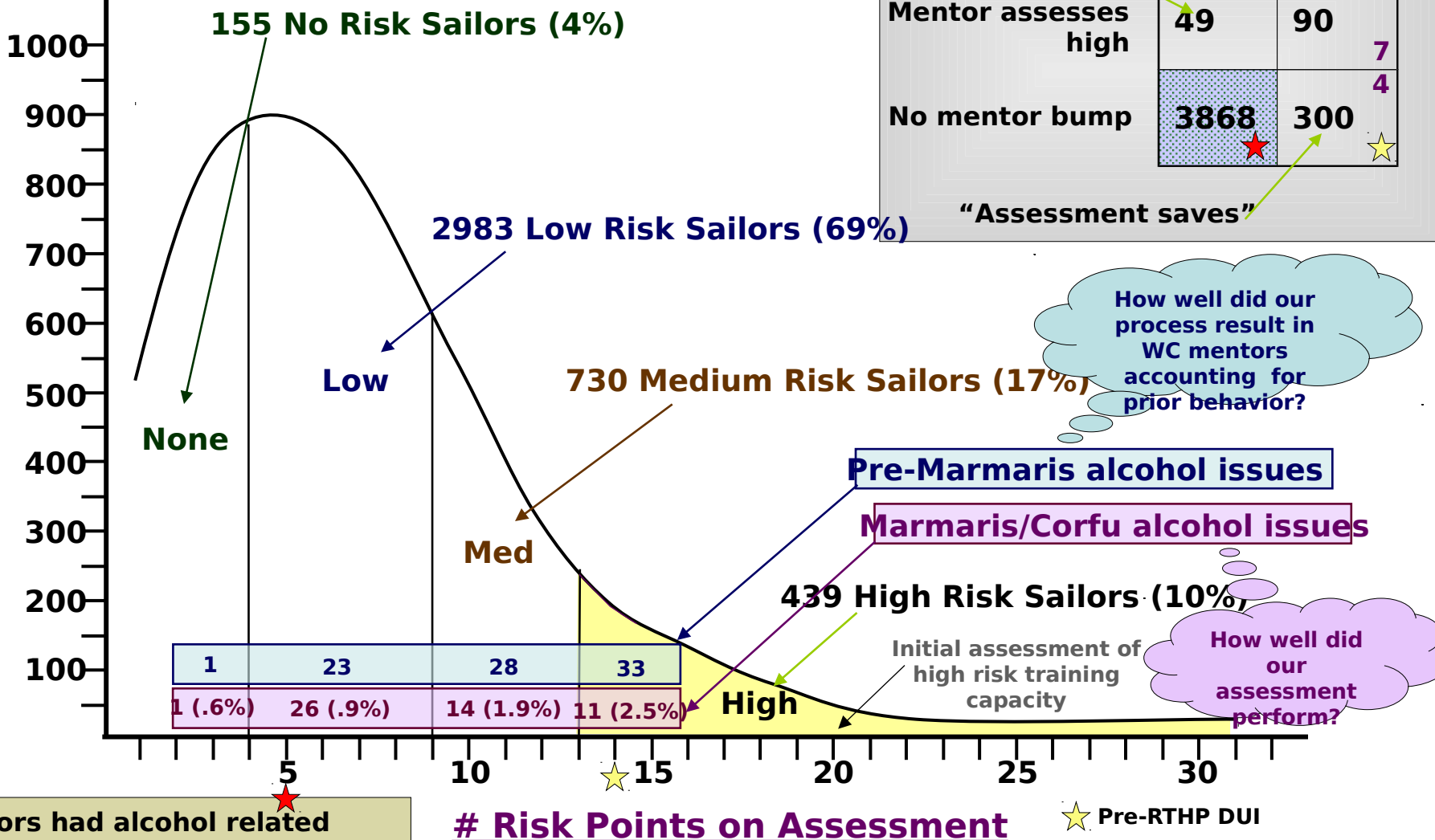


# Sailor Excellence - Initial Results

## Alcohol Awareness Results

(first 4307 Sailors assessed)

# Sailors



137 Sailors had alcohol related liberty "events" (though no serious incidents)

(85 Pre-Marmaris; 52

★ Pre-RTHP DUI

★ Post-RTHP DUI



# ***Sailor Excellence - Short Term Wins***

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- ***Assessment questionnaire created in four weeks***
- ***Survey conducted and results collated in one week***
- ***Training commenced after last Med port-call, just seven weeks after work began on this project!***
- ***“Wake-up Call”- small data point that seemed to validate assessment :***
  - ***Two weeks before TRCSG units were to return home, 23 year old Sailor sent home early on beach detachment had DUI in Virginia Beach***
  - ***“Assessment save”***
- ***No high risk Sailors experienced DUIs in first 96 hours after return***
  - ***Did the focused training / mentorship work?***
- ***One low risk Sailor experienced a DUI***
  - ***Should have been a “Mentor save”***



# ***Sailor Excellence - Consolidate Improvements***

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## **•Challenges**

### ***- Continue to validate assessment results***

- How well did the work center mentors account for prior behavior?***
- How well did the assessment perform?***

### ***- Database management***

- Sailor transfers in/out of TRCSG***
- Changing work centers / supervisors***
- Updating survey questions to ensure relevancy***

### ***- Need and periodicity of Sailor reassessment***

## **•Opportunities**

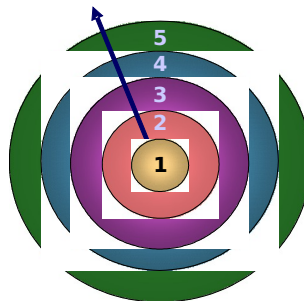
- Database programming expertise and more robust program / tool***
- Institutional research / survey expertise teamed with TRCSG***
- Continually validate training to ensure aligns with the risk groups***
- Solicit mentor feedback throughout sustainment***
- Train work center mentors on survey administration techniques***



# ***Sailor Excellence - The Way Ahead***

## ***"Institutionalize New Approaches"***

- ***Institutionalize within TRCSG***
- ***Offer to other organizations***
- ***Continue to improve the process***
- ***Determine process and timeline for initial assessment for new Sailors reporting to TRCSG***
- ***Determine how assessments will be updated***
- ***Migrate SEA to more robust, web-enabled database program and process***
- ***Pilot program for Navy-wide implementation via commands' intranets***



### **Leading Change**

- ***Create a sense of urgency***
- ***Form a powerful guiding coalition***
- ***Create a vision***
- ***Empower others to act***
- ***Create short term wins***
- ***Consolidate improvements***
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# ***Final Thoughts***

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***“The country needs, and unless I mistake its temper, the country demands bold, persistent experimentation.***

***It is common sense to take a method and try it, if it fails, admit it frankly and try another. But above all, try something.”***

President Theodore Roosevelt

***“I would not give a fig for the simplicity this side of complexity, but I would give my life for the simplicity on the other side of complexity.”***

Oliver Wendell Holmes



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# Back Up Slides